

## District Sustainability Award Nominee Presentation Form

### CERTIFICATIONS

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#### District's Certifications

The signatures of the district superintendent on the next page certify that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the superintendent's knowledge.

1. The district has been evaluated and selected from among districts within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
2. The district is providing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
3. OCR has not issued a violation letter of findings to the school district concluding that the nominated school district has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.
6. The district meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

### **U.S. Department of Education Green Ribbon Schools District Sustainability Award 2019-2021**

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Name of Superintendent: Dr. Lance Gibbon

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

District Name: Oak Harbor Public Schools

(As it should appear on an award)

Address: 350 S. Oak Harbor Street, Oak Harbor, WA 98277

Telephone: 360-279-5000 Fax: 360-279-5070

Web site/URL: www.ohsd.net E-mail: libbon@ohsd.net

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

  
(Superintendent's Signature)

Date: 2/13/2019



## Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The district is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
2. The district meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Office of the Superintendent of Public Instruction/Learning and Teaching/Science, Environment, and Sustainability Programs

Name of Nominating Authority: Dr. Ellen Ebert  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

A handwritten signature in black ink that reads "Ellen K. Ebert".

Date: 2/14/2019

(Nominating Authority's Signature)

## SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2021

### Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.

***Oak Harbor Public Schools***  
***2019 US Green Ribbon Schools Application***

**Summary Narrative**

The traditional core values of Oak Harbor Public Schools—growth, collaboration, accountability, and compassion—are central to our mission of providing Environmental and Sustainability Programming based on the Three Pillars of Sustainability. Our motto is “Learning for Life.” We believe that every child deserves the chance to reach their full potential, not only in their educational journey, but extending to their future beyond academics. Environmental literacy instruction is found in all our schools. We connect Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) by using engaging and interactive project-based learning opportunities. Project-based learning through the lens of Science, Technology, Engineering, Art, and Math (STEAM) positively impacts our students and community.

Our district is home to over 6,000 students, 750 full-time staff members, and 2,435 community volunteers representing 24 organizations. We work together to improve the health and wellness of our schools, community, and most importantly our students. Working with these volunteers, we have achieved unprecedented success. Our awards include National Green Ribbon Schools (2015, 2018), international champions in DECA (2018), and a nationally-ranked high school Robotics team (2018). What sets Oak Harbor apart from our neighboring districts is the schools’ ability to work together to strengthen each other and grow. Our students and staff have engaged in projects that vary from school-wide vermicomposting and recycling, to green classroom certifications in waste, water, and energy reduction, and beyond to our community work, designing and building tiny high-tech micro homes for the homeless. Volunteers are an integral part in our student and school successes. We rely heavily on them and their guidance.

The district is proud of our student-led waste reduction education and other sustainability projects. Oak Harbor Public School residents live on an island in Washington state with a full landfill. All our trash is transferred over 300 miles away to a landfill in the south-central part of our state. This has led to a great awareness about the importance of waste reduction in our schools. Our students and staff focus on sustainability by working toward net zero waste goals at our school sites to reduce our environmental impact. These efforts include composting, leading initiatives to have reusable silverware and lunch trays, recycling, and participating in green classroom certifications where students make action plans to reduce waste, water, and energy consumption. We offer a variety of school clubs that work on ways to reduce our environmental footprint district wide, in which students dedicate their time outside of class toward these issues.

Many classrooms across the district make action plans to reduce energy consumption and educate other students on the importance of lowering our energy use, offering easy steps to take action as part of our Green Classroom certification program. The district has taken the initiative to upgrade lighting at our schools to energy efficient light emitting diode (LED) lights. The most recent upgrade was at the high school, where 70 outdoor fixtures were replaced leading to a reduction of energy use by 80 percent. Over the past few years we have slowly integrated propane school buses to our fleet and this year we

will see a savings of \$35,000 on fuel costs. More importantly, greenhouse gas emissions are reduced by using these clean energy vehicles. We host the Safe Routes to Schools program to encourage alternative modes of transit to and from school.

We have a district-wide sustainability team and a designated Garden and Sustainability Teacher on Special Assignment (TOSA) to support all elementary teachers in STEAM integration based on the Three Pillars of Sustainability. We have learning gardens in all five elementary schools with student-led vermicomposting systems on site. We focus on rich environmental learning and nutrition, and some schools even raise school chickens and bunnies. We partner with Washington State University and Island County to host family outreach programs and nutritional cooking classes. These provide access to healthy alternatives through school gardens for students from diverse backgrounds including low income and underserved communities. We have pollinator and certified habitat gardens and use native and drought tolerant plants in our landscape design. We have EPA approved rain gardens to lessen the effects of carbon and ocean acidification in our local waters.

### Green Schools Participation

Program	Level in Progress	Level and Date Achieved
Washington Green Schools	All elementary schools on track to certify in at least one area by the end of the 2018-19 school year	Hillcrest Elementary, currently Sustained Platinum 2018, Broad View Elementary, certified Bronze 2018 Olympic View Elementary, Submitted School Grounds and Gardens 2018, waiting for review.
Eco Schools USA	Hillcrest Elementary currently in process to apply for Bronze, Silver and Green Flag awards, expanding their program and sustainability goals school-wide	Spring 2019
Green Apple Day of Service	On track for service projects in all five elementary schools by spring 2019	Hillcrest, 2015-2018 Olympic View, 2018
WSDA Taste Washington Day, Washington Farm to School	All five elementary schools in our district participated	WSDA's Taste Washington Day (2018)
ASU Sustainability Teachers' Academy	Completed Regional Academy and Reunion Webinar	2017, 2018

### Awards

Award	Awarded to	Awarded by	Year Received
2018 National Green Ribbon School Honoree	Broad View Elementary	US Department of Education	2018
2017 Best of Green Schools Award, Student Leader category	Hillcrest Elementary	USGBC-Green Schools National Network	2017
Northwest Clean Air Agency Platinum Award	Oak Harbor Public Schools	Northwest Clean Air Agency	2016
2015 National Green Ribbon School Honoree	Hillcrest Elementary	US Department of Education	2015

## ***PILLAR 1: Reduce Environmental Impact and Cost***

### **Element 1A: Energy Conservation**

Our district has an energy management plan in place that describes the steps we are taking, key participants, goals, and a schedule for conserving energy and reducing energy costs. In 2007, our high school was built to meet Washington Sustainable Schools Protocol (WSSP), meeting the same criteria as the Leadership in Energy and Environmental Design. Additionally, we produce an annual efficiency report to ensure we continuously align with the WSSP standards.

We participate in energy efficiency programs that result in a comprehensive energy audit and cost-effective energy efficiency improvements. We set goals and have met our energy conservation target every year since we started our program. Five percent or more of the energy used at our schools are obtained from on-site or off-site renewable energy sources. Oak Harbor Public Schools (OHPS) has a Facilities and Maintenance Director that tracks, monitors and seeks to reduce our utility use and waste amounts. Despite adding 15 percent more interior square footage in the last five years, we have reduced our energy use by five percent. This is partly due to newer technologies such as LED lighting and condensing boilers that have been recently installed. Most of the credit goes to the efficiency attitude of the students and employees who control, repair, and monitor these systems. Within the last five years, we have replaced all outside lighting with high efficiency LED fixtures, and have begun to upgrade the inside lighting as well. The typical LED fixture lights use approximately 75 percent less energy.

Building efficiencies are rated by British Thermal Units per square foot and are bench-marked with other similar buildings statewide. Our ratings are among the lowest in the state.

### **Element 1B: Water Conservation**

OHPS ensures that all our schools and buildings are supplied with clean, safe, and high-quality drinking water. We are provided an annual water quality report from our supplier which is shared with staff and the public.

Lead free fixtures are used when replacement is required. Additionally, in the Spring of 2018, our district had a voluntary water test done on over 300 drinking fixtures. Any fixtures that were found to be at or above the recommended "action level" were replaced with lead free fixtures.

All repair work on water systems includes upgrading to low water use fixtures. OHPS has an active education plan to reduce water use. Metered water use is routinely reviewed, individual buildings are compared with each other, and reduction strategies are explored by the district's Facilities Manager. An annual report on water use is presented to our board of directors.

The district uses rain barrel collection systems for irrigation and does not irrigate approximately 95 percent of our landscaping. We also incorporate drought-tolerant native plants into landscaping design. At one school, a group of students is taking on this initiative by researching and installing native drought-tolerant plants for project-based learning on their school site to help save a grove of stressed trees from drought.

### **Element 1C: Waste Reduction**

Our solid waste management program includes reducing, reusing, and recycling as well as providing onsite worm composting in many of our buildings. Grass clippings are mulched back into the soil and weeds are composted on site or taken to the local garden supply center to be hot-composted back into soil.

We are looking into options for future purchasing of responsibly sourced paper that is 50 percent post-consumer based to use in our buildings. We use technology as well as paper saving measures like two-per-page copying, or dry erase options to reduce the amount of paper used, and reuse paper when possible. We collect one sided paper to reuse as scrap paper. We send newsletters and parent correspondence electronically whenever possible and use digital projectors, whiteboards, iPads, and Chromebooks in our classrooms, fostering a reduce motto when it comes to paper and printing. Confidential papers are shredded and bagged, then used for compost bedding or recycled.

Our schools have share tables to donate unopened, safe foods back to students and the community and we compost our food waste on site. Students are encouraged to take only what they can eat, and to take home what they do not finish for after school snacks. Each building recycles aluminum, paper, and plastic. We have school clubs that find ways to reduce and reuse waste. These clubs find creative ways to move closer to our goal of next zero waste, including projects like art murals made by students from plastic lids and "marker monsters" where creative boxes house dried up markers that are sent to marker companies to be recycled. Batteries are taped and recycled separately along with light-bulbs.

Due to the use of environmentally friendly cleaning products we have no hazardous or dangerous waste to dispose.

### **Element 1D: Transportation Alternatives**

Oak Harbor Public Schools offers yellow school bus service to over 3,500 students daily, providing to and from school transportation as well as transit for after school activities. In addition, we support over 300 McKinney-Vento (homeless) students throughout the district. The district is in a rural/suburban area, and our metro transit system (Island Transit) provides minimal transportation support when possible.

OHPS is viewed as a state leader, in part because of our energy-efficient bus fleet. The district has an aggressive greenhouse gas reduction plan in place that targets transportation. This includes a long-range plan to replace our entire diesel fleet with clean burning propane school buses by 2027. We have over 52 buses built after 1994, when the first emission standards were adopted. In 2009 we began replacing our older diesel buses with new propane buses. We own 19 propane buses and have received EPA Grants totaling over \$250,000.00 to replace existing diesel buses. Through this effort we have reduced our carbon footprint and saved over \$35,000.00 in fuel costs. In 2016, we received the Northwest Clean Air Agency Platinum Award, given partially in recognition of our efforts to reduce fleet emissions.

Our school bus loading/unloading areas are at least 25 feet from building air intakes, doors, and windows. At our schools, buses load away from the main entrance and drop off in well-publicized no-idling loading zones. We have a policy that applies to all vehicles including school buses.

Last year we started a tradition of partnering with Island Transit and the City of Oak Harbor to celebrate Walk/Bike to School Day. We have partnered with the city of Oak Harbor to ensure families know about

our safe walk zones. We routinely provide communication to our families and the community about bus safety. (<https://www.youtube.com/watch?v=6jgVggFWwTw&feature=youtu.be>)

## ***Pillar 2: Improve the Health and Wellness of Schools, Students, and Staff***

### **Element 2A: Health and Safety**

Oak Harbor Public Schools has a comprehensive green cleaning program. Cleaning products are peroxide based (Peroxy Green Cleaning Bleach Free Products). Our custodial staff has been trained in green cleaning procedures, hazardous chemical storage, and response to hazardous spills. All staff are trained in safe use, storage, and disposal of chemicals. Our gas burning appliances, both the boiler and water heater, are in a separate ventilated mechanical room. HVAC filters are replaced and monitored three times a year.

We have an asthma management program in place to limit environmental asthma triggers including replacing carpeting with non-permeable rubber tile flooring that is 100 percent recycled content. Our district uses policies and procedures outlined in the Environmental Protection Agency's "Tools for Schools" for indoor air quality management. All indoor air quality concerns are addressed in less than 24 hours and meticulously documented. The originator of complaints is personally met with by indoor air quality specialists to gain specifics on issues and ensure a safe and healthy environment.

We also use waterproof carpet in our buildings made with recycled material. Three years ago, we began replacing carpets exclusively with modular carpet tiles. This plan allows for the selective replacement of high traffic or stained areas instead of the entire room. This practice reduces the waste and energy required to produce flooring. The district has replaced approximately 75,000 square feet of flooring with environmentally friendly alternative materials.

Our Integrated Pest Management Plan reduces the use of harsh chemicals in school buildings and on school grounds. Our playground equipment is free of Chromated Copper Arsenate.

We have four registered nurses and three licensed practical nurses that oversee our ten campuses.

### **Element 2B: Nutrition and Fitness**

At each grade level, students receive over the 100 minutes minimum of physical education (PE) per week. In our elementary schools, our students receive a minimum of 60 minutes of instructional PE, 40 minutes of classroom physical activity (brain breaks, outdoor walking paths, etc.) and recess. At the intermediate school, students receive 112 minutes of PE instruction and have additional recess time. In middle school they average 125 minutes per week, while at the high school they are required to complete a credit and a half of PE equaling 103 minutes per week during their high school career. High school students are encouraged to enroll in more than the minimum credit requirement.

All students complete a physical fitness assessment with pre and post assessments, and information is tracked using Welnet. We participate in the Fuel up to Play 60 program and FitnessGram Assessments. We offer walking, fitness, and backpacking classes that teach survival skills and encouraging outdoor

recreation. Each elementary school has an outdoor track that staff and students walk or run on daily. Our Physical Education department explicitly instructs students on how body composition and function are directly affected by food consumption. Staff teach students how to analyze food labels and the effect of healthy eating on both physical and academic performance as per our Washington State Standards.

Our students extend these studies to the garden by growing and harvesting healthy foods. Volunteers give cooking demonstrations in the garden with food grown on site. All schools participate in Washington Department of Agriculture's nutrition programs. Some schools also host Supplemental Nutrition Assistance Program education health and nutrition programs. Students harvest and donate some of what they grow to the local food bank and create educational posters to display around the school focusing on nutrition. State and district nutritional guidelines are followed during classroom celebrations.

### **Element 2C: Mental Health and School Climate**

Oak Harbor Public Schools has mental health counselors on site in all schools, along with school psychologists and drug/alcohol counselors. Mental health coping mechanisms such as breathing techniques and stress management are taught in classes and our district has an anti-bullying focus. We host suicide prevention workshops for parents and use the LEARN® Curriculum developed by Forefront Suicide Prevention, a social impact center at the University of Washington.

We teach peer to peer conflict resolution to help support students and have core values in our district that support acceptance, kindness, and respect. We focus on PRIDE (preparation, respect, integrity, determination, empathy) in all schools. Student-led clubs support a culture of empathy and inclusion. In our Friends for Life club at Hillcrest elementary, fourth grade students partner with life skills students to work on modeling social skills by playing games and reading together. In our high school, we have peer to peer mentorship programs, and throughout our district we have Positive Behavior Intervention Supports (PBIS) in place. PBIS and our other programs have led to a significant decrease in behavior referrals, indicating that students are improving their conflict resolution skills.

### ***Pillar 3: Provide Effective Environmental and Sustainability Education which Incorporates STEM, Civic Skills, and Green Career Pathways***

#### **Element 3Ai: Integrated Environmental and Sustainability Education**

Oak Harbor Public Schools has a rich and robust sustainability and environmental literacy program centering on student leadership and advocacy. All high school students are required to complete five hours of community service prior to graduation. Our high school hosts Backpacking/Survival and Environmental Science courses that get students out in the local areas to collect and analyze environmental data. The high school also partners with community organizations to promote citizen science. An example of this is a partnership between the Oak Harbor Marina, the high school Science Department, and elementary schools to work on salmon restoration in our area and study the waterfront at our local beaches.



Our Garden and Sustainability TOSA supports implementation of sustainability and environmental literacy teaching and learning in our five elementary school gardens. Our garden and compost programs integrate outdoor learning with environmental education and advocacy. Students receive composting education in fourth grade and then become the student leaders who teach younger classmates all about vermicomposting and the cycle of decomposition.

We host two National Green Ribbon Honorees (2015, 2018) thanks to efforts led by our students. For example, a student-led project paved the way to switch from Styrofoam to compostable trays in our lunch rooms and to switch from plastic utensils to reusable metal silverware. This helped reduce lunch waste by 75 percent and lower costs by 50 percent. Students grow food that is donated back to the community through organizations that support people in need. They learn to reduce by taking only what the need in the lunchroom; reuse, by returning unopened items to the "share" table; and recycle before throwing anything in the trash.

Students are outside for PE and Garden and are taught to be sun safe.

### **Element 3Aii: Teacher Professional Development**

The district has two key partnerships, one with Arizona State University (ASU) and one with Washington Green Schools to continue training/support. The district has achieved Green School Certification through an Elementary Sustainability Leadership Team. Oak Harbor Public Schools hosted the ASU Sustainability Teachers Academy for teachers of the elementary and middle grades in 2017 and again in 2018. Here is a video of our first ASU Sustainability Teachers' Academy in 2017 (<https://youtu.be/hEe508wMJWk>). In addition, the program was covered by our local newspaper, The Whidbey News-Times (<http://www.whidbeynewstimes.com/news/sustainability-workshop-to-have-lasting-impact-on-schools/>).

Leaders in our district are designing instruction for climate science in early learning. These leaders are working with the Northwest Educational Service District 189 on professional development and tools to incorporate play into climate science learning. Educators teach Engineering is Elementary (EiE), a program that encourages elementary teachers to work on concepts that support understanding in the environment and sustainability. Our district sends two teachers a year to Boston, MA to become certified trainers for teachers on these concepts. The district has trained over 90 teachers in EiE to increase rich engineering education district wide, starting in Kindergarten.

Oak Harbor is the first school district in Washington to receive the National Math and Science Initiative grant, which places a strong emphasis on removing barriers for students to take the Advanced Placement (AP) test. AP Environmental Science teachers received a training session this summer in San Diego where they collaborated with a cohort of Advanced Placement Environmental Science (APES) teachers. At the training, teachers were introduced to key labs, activities, and concepts that are the big ideas in APES learning objectives. As a result, Oak Harbor Public Schools now has a highly engaging, lab-based APES course, geared toward hands on learning opportunities for students. In addition, our APES teachers attended college board training in Bellevue and worked with another local cohort to sample a variety of resources for implementing APES in Oak Harbor.

### **Element 3Bi: Science Supported by Environmental and Sustainability Education**

OHPS has made significant investments in materials, course development, and professional development in K-12 science education over the past four years. OHPS supports environmental and sustainability education through robust science education and developing strong regional and state science leaders in our district. Our teachers are passionate about science and are in leadership roles throughout our district, state, and nation. Many are involved in the Washington Science Teachers Association, National Science Teachers Association, State Science Fellows, and the Community for Ambitious Science Teaching. There is a district wide focus on updating K-12 science materials to closely align with NGSS. We have adopted engaging science and engineering curriculum. We have hired a district garden and sustainability teacher to help integrate science into outdoor learning based on the Three Pillars of Sustainability. We are engaging our students in pre-kindergarten and kindergarten in play-based Climate Science education through station work and collaborative planning workshops. Our district promotes the teaching of life, physical, and earth science, and strives to ensure everyone has a stake in preparing our students for the future. The Career and Technical Education (CTE) department links core curriculum with CTE through science, ELA, and partnerships with our local community college.

Student led projects connect to NGSS through green initiatives. For example, third graders partnered with the high school Robotics Team to create a solar heat collector that heats the school greenhouse using empty soda cans, meanwhile learning about thermodynamics and heat transfer. AP Environmental Science students are working on a field study at Padilla Bay Reserve for testing water quality, while learning about watersheds.

We have strong district science support and are striving to align to NGSS and provide field-based ways to teach scientific and environmental principles through project-based learning.

### **Element 3Bii: Environmental Career Connected Learning**

Our district supports community engagement and lifelong learning. We believe in our community and connect our learning to the real world through partnerships and participation in programs that foster environmental and sustainability studies. Jonathan Frostad, Science teacher at Oak Harbor High School, was selected as one of the 2016 Lindblad Expeditions and National Geographic Grosvenor Teacher Fellows. Observing the impacts of climate change on location in the Arctic region near Svalbard near Norway, he interacted with his students while on board the ship and brought his experience back to his students and our district, helping us make connections to field scientists and their work.

We have adopted for grades K-6 a STEM Based Engineering program that has a strong green career pathways connection, called Engineering is Elementary. EiE teaches young learners about the engineering design process while working on critical thinking, collaboration, and making future career connections.

We work with community and partner agencies to give real world connections to student work. Fourth graders in our district study wetlands and watersheds with Padilla Bay Estuarine Reserve where they learn about stewardship and research. Many grades engage in waste reduction, vermicomposting, and recycling in partnership with WSU Island County's Waste Wise Program. Students conduct research with botanists, arborists, marine biologists, and community scientists through partnerships with Meerkerk

Gardens, the Deception Pass Foundation, the Port Townsend Marine Science Center, Island County Marine Resources Committee, and Sound Water Stewards programs. We partner with Washington State Parks for field learning about our local environment and history. Students in our Robotics program design and build high tech micro homes for people in need and work with professionals in the field.

### **3C: Civic Engagement**

At OHPS, civic and community engagement experiences are the heart of our environmental and sustainability programming. Students in grades K-4 grow food in their school gardens to donate back to the community. We participate in the Green Apple Day of Service and adopt state and local parks. We grow flowers in our gardens and take them to the local retirement community to share when we visit with the residents. We run clubs and workshops to pledge energy, water, and waste reduction in their schools, and earn Green Certification through Washington Green Schools. We compost our lunch waste, raise chickens, and participate in First LEGO League and National Wildlife Habitat Certification. We give presentations and demonstrations to our local community. Here is one example:  
<https://www.ohsd.net/Page/6023>.

In the middle grades we act to reduce cafeteria waste and implement green and sustainable practices. Student-led petitions and research pave the way for changes like switching plastic silverware for metal. We run recycling programs, grow vegetables to donate back to the community, study wildlife conservation and engage in citizen science projects with local organizations like Padilla Bay. We participate in Builders Club and partner with Kiwanis to serve our community by building things for people in need.

In the high school, the Robotics Team engages students to build high tech micro-homes to help combat homelessness or build robotic arms for people (<http://www.whidbeynewstimes.com/news/using-3-d-printer-oak-harbor-robotics-team-gives-girl-a-cool-new-arm-hand/>). Life skills students create dog treats and cat toys to donate to the local animal shelter, designing every aspect of each project. CTE students partner with state parks to create historic replicas of our Military forts no longer in production anywhere in the world, using old blueprints for the designs.